



Education Task Force Presentation

Dr. Lisa Floyd
Deputy Director of Education

August 23, 2016

Contributions :

Bre'Auna Beasley, Education Data Coordinator
Johnell Ferrell, Special Education and Gifted Programs Program Support Technician



Considerations

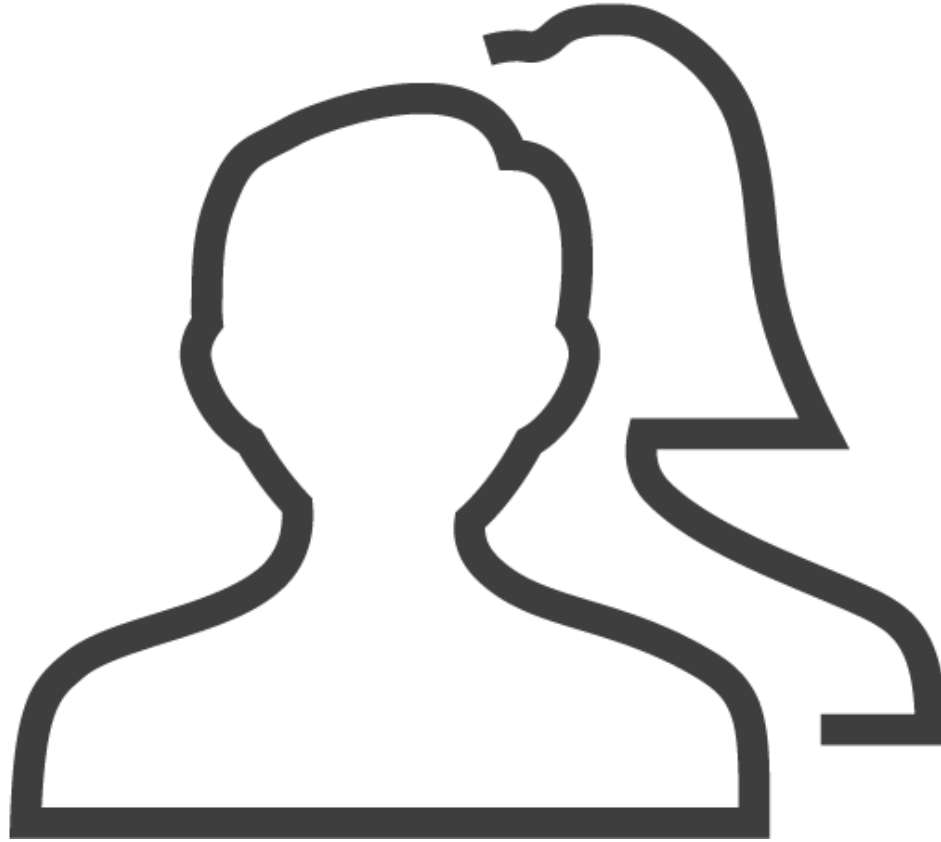
Student Profile

Educational Programs

Considerations



Student Profile





Student Profile

SIGNIFICANT TRAUMA EXPOSURE*

59%	Physically assaulted or abused <i>(24% - Physically assaulted or abused by a family member)</i>
58%	Parent involved in criminal activity
46%	Parent incarceration
39%	Parent substance abuse
20%	Parent death
16%	Family domestic violence
14%	Sexually assaulted or abused <i>(7% - Sexually assaulted or abused by a family member)</i>
13%	Self-Injurious (SIB) or Suicidal behavior

***89% reported at least one of the above traumas**

***50% reported three or more of the above traumas**



Student Profile



Educational Challenges Identified in 2015 Admissions

8th grade - Average grade last completed
(average age at admission was 16)

44% - had moderate or severe school attendance
problems in the community

87 - Average IQ (General population IQ is 100)



Student Profile



New Students: Measures of Academic Progress (MAP) Performance

<u>Subject</u>	<u>Below Average (Percentile <40)</u>	<u>Average (Percentile 41-80)</u>	<u>Above Average (Percentile > 80)</u>
Reading*	69 %	18 %	11 %
Math*	85 %	11 %	6 %
Language **	69 %	14 %	17 %

*Percentages are based on Measures of Academic Progress (MAP) tests administered to newly enrolled students during the Fall 2015 and Spring 2016 Testing Administrations.

**Implementation: Spring 2016



Student Profile



Individuals with Disabilities

43% - students identified with special education needs

Common Types of Disabilities

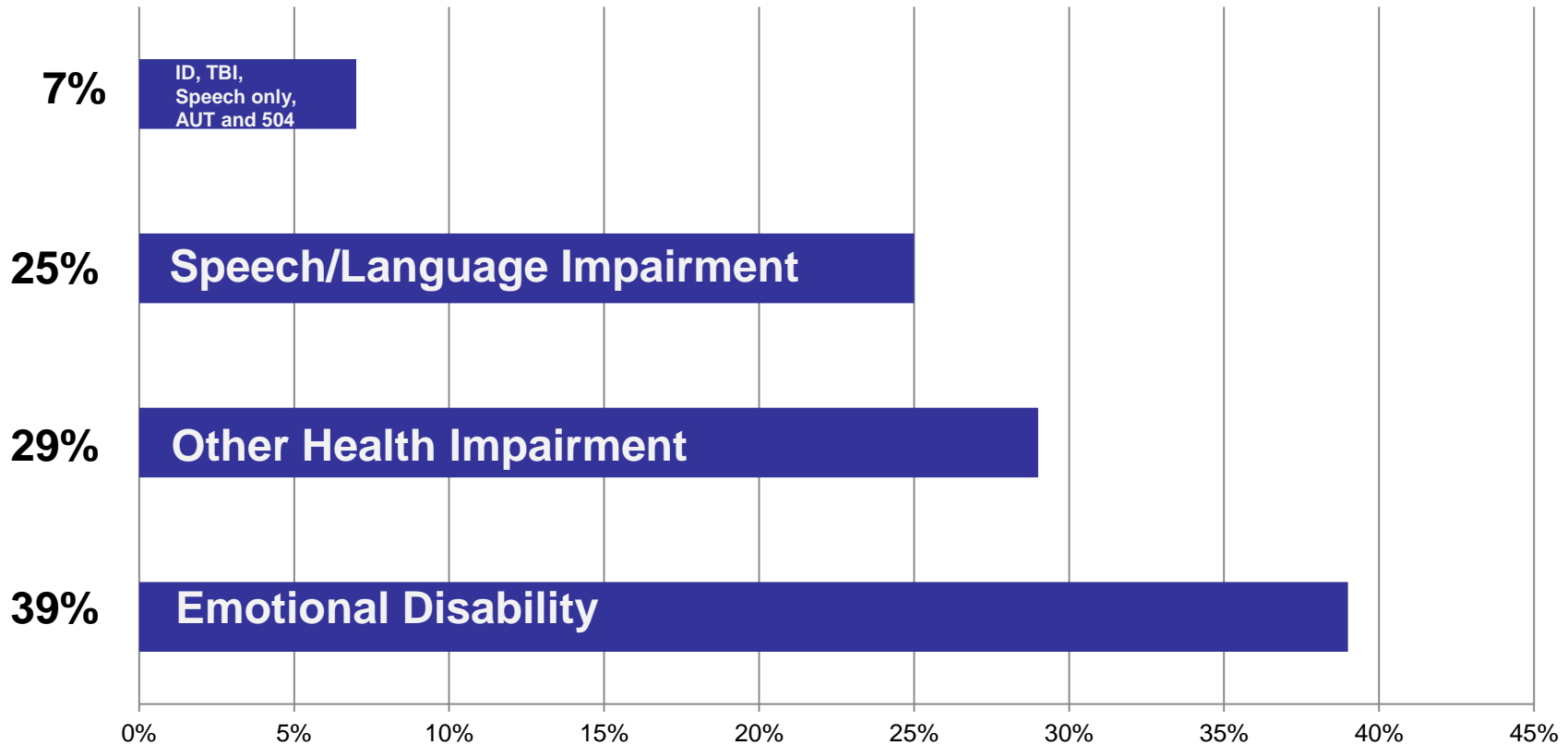
- Emotional Disability
- Other Health Impairment
- Specific Learning Disability
- Intellectual Disability
- Traumatic Brain Injury
- Speech/Language Impairment only
- Autism
- 504 Disabilities



Student Profile

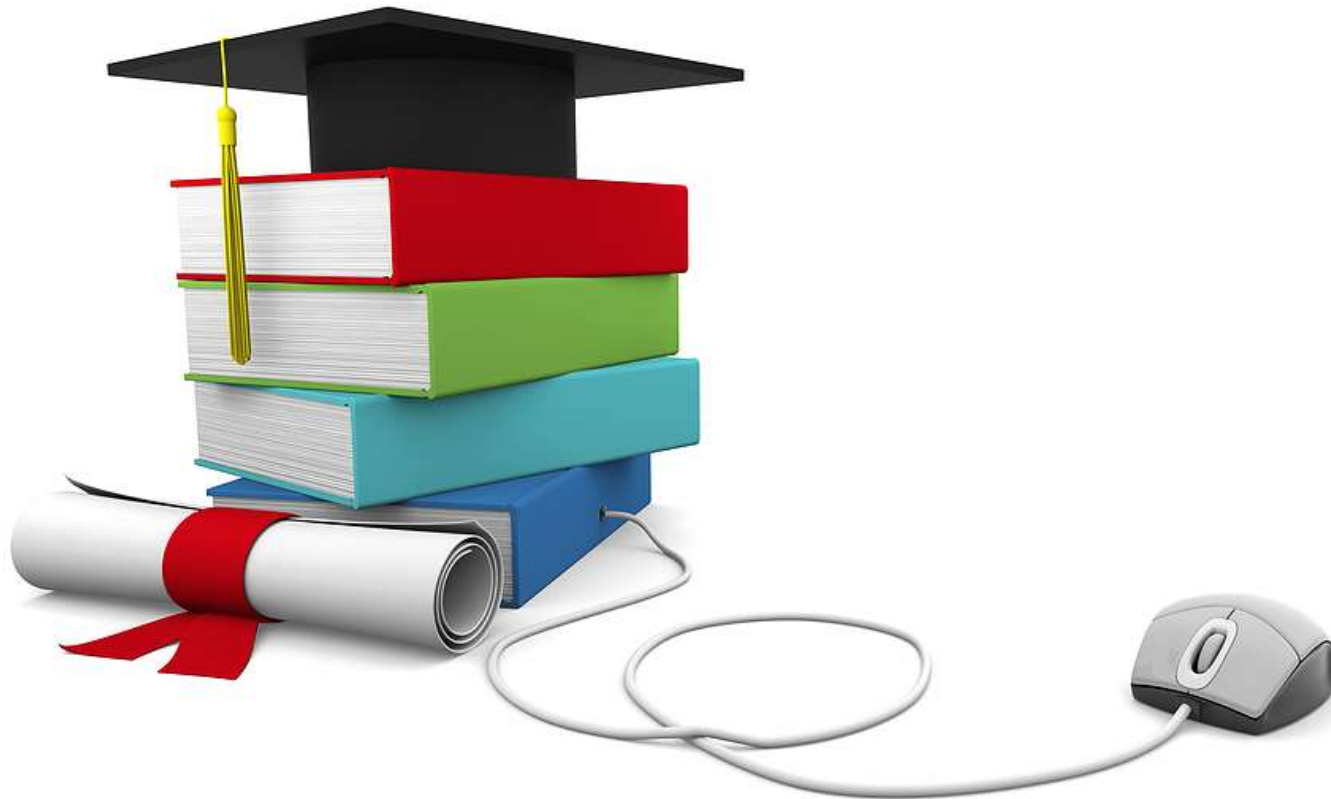
Individuals with Disabilities

Primary Disability





Educational Programs





Educational Programs



Current Enrollment*

Middle and High School: 187

Post-Secondary: 87

* Enrollment includes youth enrolled at the Department of Juvenile Justice's Bon Air and Beaumont Campus locations, as of August 15, 2016.



Educational Programs



Middle and High School

- **Course offerings**
 - **Federal core content and aligned State courses**
 - **CTE**
 - **Academic Support Courses**
 - Individualized remediation and standardized test preparation
 - Standards of Learning (SOL) subject tests
 - GED (High School Equivalency)
- **Course alignment**
- **Master Schedule**



Educational Programs



Middle and High School

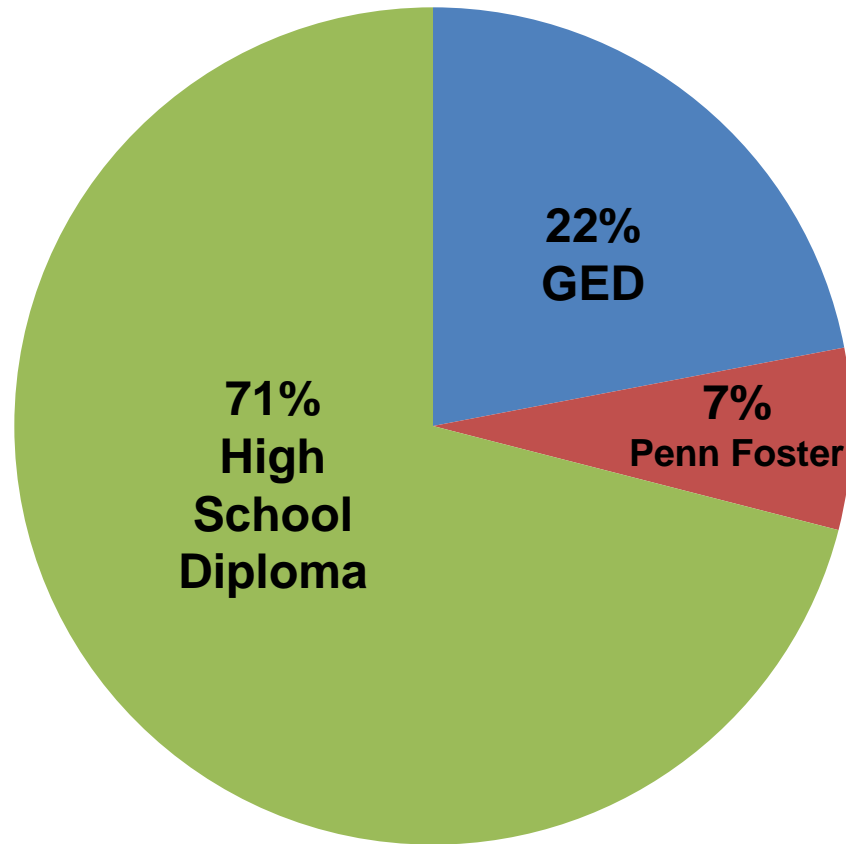
- **Staff licensure**
 - Professional development
 - Expected Behaviors and Behavior Interventions
 - Responsibility-Centered Discipline
 - Commonwealth Autism
- **Penn Foster Program**
 - Customized plan of study for high school students with severe credit deficiencies
- **GED (High School Equivalency)**



Educational Programs



2015-2016 SY High School Completion, by program





Educational Programs



Post-Secondary Educational Programs

– Personal Development Courses

- External vendors provide courses that aim to improve self-awareness, cultivate talents, and facilitate youth employability.

– Industry Certification

- Upon the completion of multi-week preparatory sessions, youth have the opportunity to complete industry certification examinations.

– College Courses

- Youth receive instruction provided by by local community colleges and may receive college credit.



Considerations





Considerations

**Effective and Spacious
Education Settings**

Technology Infrastructure

Security and Safety



Considerations



Efficiently Designed Educational Settings

- Differentiated instruction
- Teacher to student ratio
- Adequate spacing for all personnel (i.e. teachers, administrators, treatment teams, speech and behavior specialists, aides)
- Utilization of instructional technology
- Diverse educational program offerings
- Anticipation of future programming needs



Considerations



Technology Infrastructure

- **Maintain access to educational tools and resources while promoting the incorporation of technology in the classrooms and other education settings**
- **Ability to ensure internet security, while maintaining functionality**
- **Testing spaces, online college courses, virtual high school programs**



Considerations



Security and Safety

- Ensuring safe teaching environments for our staff
 - Communication and security tools
- Gender (co-ed settings)
- Movement/Transition
- Efficient and engaging education settings



Questions?





Introductions



Stewart Roberson
Douglas D. Westmoreland
Carrie Henaghan
Ben Motley

Contributors:

Dan Mace
Bryna Dunn
Rob Berz

Bill Porter
Duane Harver
John Maddux



Stewart Roberson, Ed.D.



Stewart is Chairman/President/CEO of Moseley Architects, a mid-Atlantic firm with substantial expertise in educational and detention/correctional facilities designs. For the past forty years, he has been an educator in Virginia's schools and universities, including 21 years of service as a school superintendent in Hanover County and Falls Church. He chairs the Standards of Learning Innovation Committee, established by the General Assembly in 2014 to form recommendations about revisions to the state's accountability system.



Douglas D. Westmoreland, AIA, REFP, LEED AP



Doug has been immersed in K-12 educational facility design for over 30 years and has managed the design of hundreds of facilities for over thirty Virginia school divisions. He is recognized as an excellent facilitator in building consensus, and has led division wide master planning, design of primary and secondary facilities, and renovation and new construction of educational facilities. Doug is a past president of the Virginia Educational Facility Planners (now known as a4le) and was honored in 2007 as the Virginia and Southeast Educational Facility Planner of the Year.



Carrie Henaghan, AIA



Carrie Henaghan is a senior associate of Moseley Architects in Richmond, Virginia, and is a licensed architect in Virginia, Maryland, and California. She has over 20 years of experience working in correctional and justice related architectural design, including Virginia Department of Juvenile Justice projects, and local juvenile detention centers in Virginia. She is knowledgeable in the construction standards for DJJ, and the detention and security elements of a juvenile facility.



Ben Motley, REFP



Ben is a licensed architect and Principal-In-Charge of the RRMM Roanoke Educational Design Studio. Ben was the former President of Motley + Associates, which lead to consistent, award-winning projects in public schools before merging with RRMM in 2002. He has managed, designed, or served as Project Manager/Principal-in-Charge for numerous educational, library, and commercial projects for universities, community colleges, public schools, and private clients. The emphasis of his personal career has been in public school design. Ben is an active member of A4LE (CEFPI) and is a former board member and President of the Virginia Educational Facility Planners.



Contributors



Dan Mace, AIA

Dan is a Vice President and justice sector leader of Moseley Architects. A graduate of Clemson University with a Master of Architecture, he has practiced architecture with Moseley Architects for over 34 years. His experience includes the design of over 4,700,000 square feet of secure juvenile and adult correctional facility design for clients that include the Virginia Department of Juvenile Justice. Dan is a board member for Clemson University's Architectural Foundation and Professional Advisory Board for the College of Architecture.



Bill Porter, PE, DBIA

Bill is a Vice President with Moseley Architects with over 37 years of experience in justice and correctional consulting. He is a licensed Professional Engineer who has been responsible for the design of more than 35,000 secure facility beds. He is a certified Design Build Professional and a member of the American Correctional Association's (ACA) Facility Design Committee. Bill wrote the "Shared Resources" chapter for the ACA's current Planning and Design Guide for Secure Adult and Juvenile Facilities.



Contributors



Bryna Dunn, AICP, LEED® Fellow

Bryna is a Vice President, serving as the Director of Sustainability Planning & Design, for Moseley Architects. As such, she works closely with Moseley Architects' architectural staff, engineering staff, and clients from the early planning and design phases through building construction to ensure that the most energy efficient and environmentally responsible design solutions are considered and implemented where feasible. She has 81 LEED certified projects in her portfolio, and is working on 41 more.



Duane Harver

Duane is the CEO, a Principal and the Director of the K12 Studio for RRMM Architects. His 34-year architectural career has focused extensively on educational projects, including planning, renovations, additions, and new construction for elementary, middle, and high school projects. A recognized expert in K12 design, his proficiency in working collaboratively with all stakeholders has been praised by superintendents, school board members, and facility planners statewide. Duane has been responsible for the design of a number of award-winning schools as well as leading clients and projects to more progressive educational models. He is a past President of the A4LE (CEFPI), Virginia Chapter. Duane relishes his role in helping to create better learning environments for students.



Contributors



Rob Berz, AIA, LEED AP

Rob is an architect and Principal at RRMM Architects. With over 26 years experience, Rob works with special projects and clients throughout the Commonwealth. Rob's work in the realm of challenging K-12 environments includes alternative education schools in Virginia Beach, Prince William County, Newport News and Shenandoah County. Rob's work places additional emphasis on lower energy consumption, daylighting, durability, non-toxic materials and designing educational curriculum into the architecture.



John Maddux, AIA

John is the President of RRMM Architects. For over 40 years, John's design work has included educational, hospitality, commercial, healthcare, and religious facilities. As a founder of the firm now known as RRMM Architects, John is a leader in delivering education clients projects that fit their needs, in their time frame and within their budget.